

Reflection/Resources

The IDP should be completed once a year. This side bar is designed to prompt self-analysis associated with various components of the IDP. When you see a "🎵" it signals a reflection opportunity.



Long Term Goals

Having difficulty thinking about these goals—consider:

Why did you decide to work at a medical school? What did you hope to accomplish?

You're about to go up for promotion, what are the accomplishments and/or activities that you want your chair to be able to write effusively about?

Individual Development Plan (IDP)*

1. **Name** _____

2. **Date** _____

3. Academic Series and Rank

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Ladder Rank | <input type="checkbox"/> Assistant |
| <input type="checkbox"/> In-Residence | <input type="checkbox"/> Associate |
| <input type="checkbox"/> Adjunct | <input type="checkbox"/> Professor |
| <input type="checkbox"/> Clinical X | |
| <input type="checkbox"/> Health Science Clinical | |

4. **Primary Mentor** _____

Additional Mentor(s) _____


5. Identify Personal and Institutional Long Term Goals


Why did you decide to work at a medical school?


What do you personally hope to accomplish in your career?

List your Academic Series requirements (see Academic Criteria for Series)

List other goals discussed with Chair/Division head.

 To accomplish your long term goals, what should be the major areas of energy/focus?

 What is the congruency between your actual time/effort and what you anticipated you needed for long term goals?
What can you change?

 **If you have identified needed resources and/or barriers:**
What specific action-oriented steps can you take to put you back “on track” to achieve your long term goals and series requirements?
Who can help you if you’re stuck?
What resources are available to guide you? See faculty development website: www.ucdmc.ucdavis.edu/facultydev/

6. Areas of Focus: Definition and Distribution of Effort

The following six areas of focus generally describe the areas where faculty direct their efforts to successfully accomplish their personal, institutional and academic series goals

- **Teaching – Excellence in Education**
Student and/or resident teaching, student advising, CME/curriculum teaching / involvement, new course development, etc.
- **Research/Creative Activity – Leadership in Innovative Research**
Conducting basic science and/or clinical research, presentations and publications, funding and grant support and application, copyrights and patents, editing, and peer review.
- **Clinical Care – State-of-the-Art Clinical Care**
Clinical Activities: direct patient care, chart reviews, related clinical activities, clinical budget performance
- **Service – Leadership in UCDHS governance**
Participation or leadership in governance, committee membership, collegial activities. Suggested service priority: Department, SOM, UCDHS, University, Professional, Community
- **Self Development – Networking, Work/Life Balance and Additional Mentors**
Faculty Development activities, leadership programs, CME training, earning advanced degrees, participation in professional academic associations or societies, developing professional contacts, consulting in one’s field, expanding network contacts, balancing work and personal life activities, utilizing additional mentors in specific areas of focus

Distribution of Effort

Estimate the hours per week spent in each focus area then list the % of total duties.

Focus Area	# Hrs/Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Community Engagement		
Administration/Service		
Self-Development (Networking, Work/Life Balance and Additional Mentors)		
TOTAL		

7. Specific Goals in Focus Areas

Complete the focus areas that specifically apply to the criteria for your Academic Series and therefore will help you accomplish your personal and institutional long term goals.

Teaching

Year in Review: Please list last year’s goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc). If goal not met, explain and identify barriers.

Upcoming Year’s Teaching Goal(s):



After completing your review consider:

Were there specific areas of the IDP that were difficult for you to complete? If yes – which areas and what was difficult. Consider need for more self-development in this area.

Are you “on track” to achieve your goals and series requirements?

Do your short term goals and accomplishments feed into your long term goals? If not, why not?

What can you do to enhance that alignment?

What resources are available to help you achieve your short and long-term goals?

Critically assess your own competencies relative to your goals – In what areas do you need to improve and enhance your continued development?

Answers to these questions can inform your discussions with your mentor. They can also be helpful in your annual review process with your department head.

Identify Resources, Collaborators, and time commitment needed to achieve goal(s):

Identify Barriers to achieve new goal(s):

Research and Research Related/Creative Activities

Year in Review: Please list last year’s goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc). If goal not met, explain and identify barriers.

Identify in a single sentence the focus of your scholarly activity.

Upcoming Year’s Research Goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal(s):

Identify Barriers to achieve new goal(s):

Clinical Care

Year in Review: Please list last year’s goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc). If goal not met, explain and identify barriers.

Upcoming Year’s Patient Care goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal(s):

Identify Barriers to achieve new goal(s):

Service

Recommended service priority: Department, SOM, UCDSH, University, Professional, Community Year in Review: Please list last year's goal(s) and significant accomplishments. If goal not met, explain and identify barriers.

Upcoming Year's Administration goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal:

Identify Barriers to achieve new goal(s):

Self Development includes:

Networking: What important contacts have you developed this year? What plans do you have to expand your networking contacts?

Work/Life Balance: Are you content with your work/life balance? What actions might help you improve your work/life balance?

Additional mentors: Do you have mentors for specific focus areas (e.g., teaching, research) in addition to your career mentor?

Self Development (Networking, Work/Life Balance and Additional Mentors)

Year in Review: Please list last year's goal(s) and significant accomplishments. If goal not met, explain and identify barriers.

Upcoming Year's Self Development Goal(s):

Identify Resources, Collaborators, and time commitment needed to achieve goal:

Identify Barriers to achieve new goals:



How do the time/effort tables in Step 6 and Step 8 align?

Is the time/effort table in Step 8 congruent with specific goals listed in Step 7?

Where can you fine-tune and make adjustments to create optimal alignment of time/effort and desired focus/goals?

What resources do you need to achieve your optimal time/effort?

8. Optimal Distribution of Effort

Revisit the table, "Distribution of Effort," in step 6. Create a new Optimal Distribution of Effort table, taking into account your specific goals listed in step 7.

Focus Area	# Hrs/Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Community Engagement		
Administration/Service		
Self-Development (Networking, Work/Life Balance and Additional Mentors)		
TOTAL		

9. We have met and discussed this annual Individual Development Plan (IDP)

Mentee _____

Date _____

Mentor _____

Date _____